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ABSTRACT

This report describes the fiscal year 1977-78 program and plans for the National Center for Education Statistics (NCES). It is intended to give readers a clear idea of the structure and functions of NCES and does not present any actual statistical data. The report consists of three main sections. Section 1, "NCES Policies, Procedures, and Processes," summarizes NCES's response to its legislative mission and special mandates. Sections 2 and 3 describe the major facets of the NCES program, focusing on "Statistical Services" and "Education Statistics," respectively. The appendix includes an organizational chart of NCES and estimated NCES program costs for fiscal years 1977 and 1978. (Author/JG)

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NCES 77-400

The Condition of Education

1977 EDITION

PROGRAM AND PLANS, NATIONAL CENTER FOR EDUCATION STATISTICS
FISCAL YEARS 1977 and 1978
VOLUME THREE, PART TWO

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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by

Shirley A. Radcliffe

EA 010 117

U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
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EDUCATION DIVISION
Philip E. Austin, Acting Assistant Secretary for Education

NATIONAL CENTER FOR EDUCATION STATISTICS
Marie D. Eldridge, Administrator

NATIONAL CENTER FOR EDUCATION STATISTICS

"The purpose of the Center shall be to collect and disseminate statistics and other data related to education in the United States and in other nations. The Center shall . . . . collect, collate, and from time to time, report full and complete statistics on the conditions of education in the United States; conduct and publish reports on specialized analyses of the meaning and significance of such statistics; . . . . and review and report on education activities in foreign countries."--Section 406 (b) of the General Education Provisions Act, as amended (20 U.S.C. 1221e-1).

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FOREWORD

This publication reports fiscal year 1977-1978 program and plans for the National Center for Education Statistics (NCES). NCES collects data which portray the condition of education in the United States and abroad, analyzes and reports the meaning of such data, and assists State and local education agencies in devising and supporting standardized statistical systems. NCES also reviews the data-collection activities in the Education Division to reduce respondent burden by eliminating excessive detail and redundancy.

The report follows this pattern: (a) a section entitled "NCES Policies, Procedures, and Processes" summarizes NCES' response to its legislative mission and special mandates and (b) two sections describe the NCES program in terms of statistical services and education statistics. Statistical services encompass three major service-oriented programs: assistance to State, local, and other agencies and institutions; special analyses of primary data; and the Center's two major dissemination systems. Education statistics include data collected from surveys of participants in education activities and from institutions and State and local education agencies.

It is our hope that this report will give the reader a clear perception of the structure and functions of the National Center for Education Statistics.

Marie D. Eldridge
Administrator, National Center
for Education Statistics

Part Two of *The Condition of Education, 1977 edition*, was prepared in the Planning Office of the National Center for Education Statistics, under the supervision of Iris Garfield, Planning Officer.

The development and preparation of the report was the responsibility of Shirley A. Radcliffe.

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INTRODUCTION

The National Center for Education Statistics (NCES) is a statistical agency within the Education Division of the U.S. Department of Health, Education, and Welfare. NCES is one of five general purpose statistical agencies within the Federal statistical system charged with providing timely and accurate data for management and decision-making at Federal, State, and local government levels as shown in the table below.

The Center was designated as part of the Office of the Assistant Secretary for Education by the Education Amendments of 1974 (Public Law 93-380), which added Section 406 to Part A of the General Education Provisions Act. The amendment expanded the Center's mission to include four principal mandates by specifying that NCES shall:

"(1) collect, and from time to time, report full and complete statistics on the condition of education in the United States;
(2) conduct and publish reports on specialized analyses of the meaning and significance of such statistics;
(3) assist State and local educational agencies in improving and automating their statistical and data-collection activities;
(4) review and report on educational activities in foreign countries."

The Education Amendments of 1976 (Public Law 94-482) assigned NCES a fifth mandate:

"(5) conduct a continuing survey of institutions of higher education and local educational agencies to determine the demand for, and the availability of, qualified teachers and administrative personnel, especially in critical areas within education which are developing or are likely to develop, and assess the extent to which programs administered in the Education Division are helping to meet the needs identified as a result of such continuing survey."

The legislation further specified that NCES' National Advisory Council on Education Statistics report annually to the Congress on areas of need for qualified personnel and make recommendations with respect to addressing those needs.

The legislation also directed NCES to develop with the Office of Education information elements and uniform definitions for a national vocational education data reporting and accounting system. "This system shall include information . . . on vocational – students (including information on their race and sex), programs, program completers and leavers, staff, facilities, and expenditures." The Center is responsible for establishing and maintaining the information system.

Federal Statistical System

Executive Office of the President
Office of Management and Budget
Statistical Policy Division

Statistical Reporting Service (Dept. of Agriculture)	Bureau of Labor Statistics	Bureau of the Census	National Center for Health Statistics	National Center for Education Statistics

The Education Amendments of 1976 amended Section 406 of the General Education Provisions Act by requiring coordination of ". . . the collection of information and data acquisition activities of the Education Division and the Office for Civil Rights" to eliminate excessive detail and unnecessary or redundant information requests. The responsibility for directing the review and coordination was delegated to the Administrator of NCES. Other responsibilities delegated to the Administrator under this section include: assisting the Education Division and the Office for Civil Rights to prepare the justification for information requests; receiving comments on the information requests from prospective respondent education agencies or institutions; preparing summaries of collected information insofar as practicable, and developing a common set of definitions and terms. The Commissioner of Education was directed to report on the progress of these activities in the annual report to the Congress.

The following report on NCES program activities and plans for fiscal years 1977 and 1978 presents first an overview of the policies, procedures, and processes developed to implement NCES programmatic responsibilities and goals. The overview is followed by a description of the program for fiscal year 1977 and plans for fiscal year 1978. The report concludes with a summary of the overall program costs.

NCES POLICIES, PROCEDURES, AND PROCESSES

Mission and Objectives

The National Center for Education Statistics is the primary Federal agency responsible for the collection, processing, storage, interpretation, reporting, and dissemination of statistics about education. NCES takes leadership among Federal agencies for implementing a statistical program which encompasses a basic core of comparable education data for monitoring trends and which provides users with convenient access to data. The Center reviews and assembles data from many sources to report annually to the Congress on the condition of education and to provide information to the education community.

The National Center for Education Statistics, as the sole agency charged with producing general purpose education statistics, is confronted by meeting with limited resources the needs of many actual and prospective user groups. Therefore, the establishment of program priorities is of critical importance. The Center concentrates its efforts on addressing the Congressional mandates.

To be useful to policy makers, a statistical data core must be predicated upon a strong and positive relationship between those who need and those who provide the data. Therefore, the NCES program focuses on establishing those statistical services necessary to collect comparable and timely education statistics that are relevant, comprehensive, and useful but not overly burdensome to those who provide the data.

NCES policies, procedures, and processes are based on the following objectives:

- to maintain a parsimonious data-acquisition program by collecting data not available elsewhere and by utilizing existing survey systems, such as the current population survey of the Bureau of the Census;
- to strengthen the Federal, State, and local cooperative data-acquisition system in order to develop and maintain comparable, basic data cores at all levels of education;
- to make acquisition, analysis, and dissemination more efficient and useful by increasing technical assistance to State and local agencies and institutions;
- to expand capacity to analyze existing data bases and to develop the methodological tools through which data are transformed into information for policy use; and
- to disseminate data quickly and in a variety of print and non-print modes such as computer tapes, on-line computer terminal access, especially prepared tabulations, and microform products.

In addition to the specific programmatic efforts developed to meet NCES' mission and objectives, there are a variety of auxiliary activities. some of which are described below.

Program Redesign and Reorganization

During fiscal year 1976, the NCES program was redesigned and the Center was reorganized effective January 17, 1977 (see appendix A). The new program design encompasses the range of statistical services necessary to support and enhance the formulation of educational policy. It emphasizes both development of comparable and timely baseline and trend data required for policymaking and the provision of statistical services necessary for effective utilization of the data. Services include improving the capacity of statistical systems to supply comparable and timely data, developing analytical tools through which data are transformed into information for policy use, and increasing the accessibility and speeding the flow of information to many groups of users.

The NCES reorganization implements the program design and consolidates related functions, utilizing the following rationale:

1. Centralization of areas of concern that impact on the same sets of institutional record systems and data sources.

2. Integration of all aspects of a policy area.
3. Complete project accountability.
4. Attention to the Center's mandate for analysis.
5. Centralization of dissemination activities.

To carry out these principles, projects affecting the elementary-secondary schools are grouped in one division and those affecting postsecondary institutions in another. In multilevel areas where well-defined separation is impossible (e.g., learning resources), special care has been taken to specify coordination among those areas. The Divisions of Elementary-Secondary Education and Postsecondary Education integrate (a) data design and development of standard definitions, (b) institutional survey activities, (c) population or target group surveys, and (d) secondary analysis. For multilevel studies, the entire span of activity is confined within each branch. Project accountability eliminates parallel efforts on the same problem and clearly spells out areas of total responsibility. The first level of responsibility is determined by the scope of the effort (e.g., elementary-secondary, postsecondary, multilevel), and the branches within each division are based on the particular function involved (i.e., systems design, data acquisition, and analysis).

In the new organization, the analysis function is emphasized throughout the Center. Greater responsibility is placed on the survey process to produce analysis that transcends basic reporting requirements. Analysis activities are supported by a new position of Assistant Administrator for Research and Analysis, with primary function of developing improved statistical methods and techniques and closely monitoring analysis activities and statistical methods.

The Division of Statistical Services is focusing on making data available on a timely basis, reevaluating the publications program, and increasing efforts to make studies and survey data available through computer tapes, microfiche, monographs, and special tabulations. The Fast Response Survey System and the Statistical Information Branch (formerly known as Reference, Estimates, and Projections) provide tailored data to address policy issues and answer specific questions.

1976 Mandates

This section describes NCES' response to the special mandates of the Education Amendments of 1976 to conduct a continuing survey of the supply and demand of education personnel, to develop a national vocational-education data-reporting and -accounting system, and to coordinate information and data-collection activities of the Education Division (NCES, OE, NIE) and the Office for Civil Rights.

Education Manpower

The Congressional mandate requires a continuing survey of educational personnel supply and demand. NCES data-collection activities have highlighted an oversupply of beginning teachers. The data-collection program begun in the early 1970's will continue, using data from two studies of teacher supply: (1) the survey of 1975-76 teacher trainees in institutions with teacher-training programs, which provides data on prospective teachers in the pipeline; and (2) the survey of recent college graduates, which provides data on the number of 1974-75 graduates--by field of training and teaching assignment--who are prepared to teach, certified to teach, and employed as teachers in 1976-77. Plans for fiscal year 1978 include a study of teacher supply and a feasibility study of the reserve supply (persons qualified to teach but not teaching).

In response to the mandate of the Education Amendments of 1976, surveys of teacher demand have been added to the program. In fiscal years 1977 and 1978, data on the number of newly hired teachers by teaching assignment will be collected and analyzed, and a report prepared. A survey will also be designed to collect data on the number of positions filled by less than fully qualified personnel, unfilled positions, and teachers leaving the profession.

National Vocational Education Data System

Data Information System - NCES is mandated to design a national vocational education information system to include data on students, programs, program completers and leavers, staff, facilities, and expenditures. The system will be compatible as much as possible with the occupational information system being established by the National Occupational Information Coordinating Committee described below. NCES and representatives from other Federal agencies, State education agencies, and professional associations are identifying and receiving data elements during 1977 in preparation for submitting a revised plan to the Office of Management and Budget. Training sessions for State representatives on use of the system will be scheduled following approval of the plan. The system will be implemented in 1978.

State Followup Studies - The Commissioner of Education is directed by the Educational Amendments of 1976 to evaluate vocational education programs. NCES will provide technical expertise to the States to help them determine the extent to which program completers and leavers find employment in occupations related to their training and the extent to which program completers and leavers are

considered by their employers to be well trained and prepared for employment. The design and conduct of the studies are being undertaken in 1977 and 1978. The reports will be prepared in 1979.

National Occupational Information Coordinating Committee - The Committee composed of the Commissioner of Education, the Administrator of NCES, the Commissioner of Labor Statistics, and the Assistant Secretary for Employment and Training is charged with (1) improving communication and coordination among administrators and planners of programs authorized by the Vocational Education Act of 1963, as amended, and the Comprehensive Employment and Training Act; (2) establishing an occupational information system to meet the needs of vocational education programs and employment and training programs at the national, State, and local levels; and (3) assisting States in establishing occupational information coordinating committees.

Coordination and Review of Data-Acqusition Activities

The Assistant Secretary for Education established the Education Data-Acquisition Council (EDAC) in 1975 to ensure that all data-acquisition activities within the Education Division are adequately justified and coordinated. The Education Amendments of 1976 provide a firm legal underpinning for the Council and extend its scope to include the education-related activities of the Office for Civil Rights.

During fiscal years 1977 and 1978, EDAC will revise its charter to conform to the new law and will automate the annual inventory of data-acquisition activities within the Education Division and the Office for Civil Rights. The NCES Administrator, acting under the new provisions, will develop guidelines for these agencies in preparing data summaries for the education community and the public, and will expand, resources permitting, NCES efforts to standardize definitions and terms used in education data-acquisition activities and to provide technical assistance in developing data-acquisition activities that meet the required legal criteria. Under procedures established by the Council, each data-acquistion activity is reviewed to determine whether it is necessary and not excessively burdensome.

Advisory Council on Education Statistics

Section 406 of the General Education Provisions Act, as amended by the Education Amendments of 1974 (Public Law 93-380), directed establishment of an Advisory Council to advise and counsel the Center. The Council, composed of public and Federal representatives, reviews the Center's policies and sets standards to ensure the high quality and nonpolitical nature of NCES products and services. In its first annual report to Congress, the Advisory Council stressed the importance of technical assistance, analysis, and dissemination, as well as of improved communication with the Congress, to ensure responsiveness to information needs for policy formulation. The Center has developed a program that will provide the foundation required for providing timely statistics to its data users and providers.

Federal Interagency Consortium of Users of Education Statistics

In response to section 406(f) of the General Education Provisions Act, as amended by the Education Amendments of 1974, NCES established and directs a consortium of Federal agencies to develop a shared-data base for educational statistics. At present, the Federal Interagency Consortium of Users of Education Statistics (it includes representatives from more than 30 Federal agencies and Congressional committee staffs) plans to incorporate high-demand data tapes into a centralized library and eventually onto the EDSTAT on-line computer access system. In 1976, NCES published the first edition of the *Directory of Federal Agency Education Data Tapes,* which identifies and describes education data bases available on computer tape from Consortium member agencies that conduct education-relevant research and maintain data systems.

Fast-Response Survey System

The Fast-Response Survey System (FRSS), operational in 1976, is capable of collecting and disseminating data rapidly. Designed to produce nationally representative data within approximately 3 months, FRSS focuses on key, current policy-related issues for which data are not available elsewhere. Samples have been selected to represent the following educational sectors: local education agencies; elementary-secondary schools (both public and private); institutions of higher education; and noncollegiate postsecondary schools with occupational programs. State education agencies are canvassed as a universe. Two surveys were conducted with FRSS: one on statewide developments in performance-based education; the other

on job placement services provided by school districts to high school students, graduates, and dropouts. The findings have been published.

Program of Administrator's Fellows

A program to promote interest in analysis among NCES staff and provide analysis of NCES data was initiated in 1976. Staff members interested in conducting studies on specific topics compete for a limited number of positions as Administrator's Fellows. Successful competitors are required to complete the analytic work within a 3-month period.

STATISTICAL SERVICES

The program of the National Center for Education Statistics is designed to provide the range of statistical services necessary to support and enhance the formulation of educational policy. The Center assumes responsibility not only for coordinating a timely and accurate data base but also for supplying statistical services to ensure its utility and use.

These services include stimulating the improvement of statistical systems to increase data comparability and use, developing the analytical tools necessary to transform data into information for policy use, and coordinating and disseminating the flow of information to many groups of users.

Assistance

The assistance program supports the development and implementation of compatible data systems at the State level. Experience indicates that tardy reporting and noncomparable data bases among State systems impair analytical capacity and delay dissemination. The program for fiscal years 1977 and 1978 continues the Center's effort to develop and revise standard definitions and terminology coupled, for the first time, with training programs to assure implementation; extends the Federal-State coordination activities to postsecondary education; and continues a program of selected activities to assist State and local agencies improve their data collection and reporting systems.

Assistance encompasses the following activities:

Federal-State Coordination and Planning
Development and Implementation of Standard Definitions and Terminology
National Assessment of Educational Progress

Federal-State Coordination and Planning

NCES works closely with State representatives in cooperative planning of activities designed to address Federal requirements for timely, accurate, and comparable data through meeting the expressed needs of the States in improving and automating their statistical and data-collection activities. To achieve this end, NCES' reorganization established the Federal-State Coordination Branch within the Division of Statistical Services.

Elementary-Secondary Education (FY 1977-78)

NCES and the Council of Chief State School Officers' Committee on Evaluation and Information Systems (CEIS) will continue to review Federal data-collection activities and to identify priorities for near- and long-term assistance efforts. Fiscal year 1977 activities included a liaison function to inform States of the data required by the Education Division in administering federally legislated programs.

Through a State-level information and personnel exchange, NCES encourages exchange of technical tools and expertise. A CEIS survey conducted under the information exchange identified and made available to the States various developments in statistical and automated information systems. The personnel exchange sponsors on-site assistance and workshop activities that focus on developments identified in the information exchange.

An annual seminar program for State personnel on improving data production and data utilization selects topics by analyzing the data reported in the information exchange survey.

State Capacity Building

NCES is initiating a program to accelerate the development of compatible State statistical systems and to help State and local education agencies to improve these systems. The program will concentrate on upgrading these systems through (a) installation of automated systems in the areas of finance, personnel, pupils, facilities, and curriculum, and (b) improvement of SEA administration and management of data systems through such activities as development of State plans for systems automation and improvement, installation of periodic evaluations of the

systems, and implementation of NCES handbooks of standard terminology.

Activities in FY 1977 - NCES is developing program guidelines with assistance from the State representative groups. The 1976 information exchange survey assessment of the status and needs of State statistical and automated information systems is being utilized in developing these capacity building projects.

Plans for FY 1978 - NCES will enter into agreements with State education agencies to improve and automate their statistical and information systems. Two types of awards may be made: Special Purpose - Low-cost, one-time awards, not to exceed 1 year, to concentrate on such projects as the development of 3- to 5-year State plans for data systems or the automation of a specific data reporting module; and Implementation Projects - Higher cost awards for one year, with the option to renew over a 3- to 5-year period, to implement State plans to build State statistical/data system capacities.

Postsecondary Education (FY 1977-78)

Cooperation between NCES and the Council of Chief State School Officers at the elementary and secondary school level has provided the model for a network in postsecondary education. Through the State Higher Education Executive Officers (SHEEO) and "1202" Commission members, an organization of State postsecondary education officials to foster Federal-State cooperation and planning has been established. This organization, to avoid increasing respondent burden, is building upon existing expertise at the State level to help States meet management and planning requirements for postsecondary education in concert with Federal data requirements.

Development and Implementation of Standard Definitions and Terminology (FY 1977-78)

The handbooks and manuals of standard definitions and terminology, which are developed in cooperation with educational organizations and agencies, contribute both to the improvement of State and local data systems and to the uniformity of administrative statistical reporting. NCES promotes the handbooks and design of accounting systems based on the handbooks through training materials and workshops for State, local, and institutional personnel. NCES is accelerating the use of handbooks by concentrated efforts to develop training materials and conduct workshops in FY 1977 which apply the standard definitions contained in the elementary-secondary school finance handbook to financial accounting systems in State and local school systems. The workshops, several days in duration, are to be training experiences concentrated not only on application of Revised Handbook II but on facilitating data acquisition for the elementary-secondary data core program. In FY 1978, training will be extended to application of standard terminology and classification to areas of pupil, staff, and facility accounting.

In the postsecondary sector, there are training programs to apply the Higher Education Finance Manual to State reporting systems. This effort will continue in FY 1978 augmented by training materials and workshops to assist States, institutions, and associations in adopting the Higher Education Finance Manual.

Fiscal year 1977 will see completion of the Postsecondary Student Terminology Manual and the Revised Property Accounting Handbook for Elementary-Secondary Education and field testing of the Handbook on Community Information to assist LEA efforts to identify and incorporate community characteristics data into school system files. The development of a Taxonomy of Subject Matter for all levels of education will proceed and the initial draft of a Handbook on Adult and Continuing Education will be completed.

A shelf of Handbooks in the State Educational Records and Reports series required a Combined Glossary. Published in 1974, the Combined Glossary is now being updated and in fiscal year 1978 NCES plans to transfer the glossary to computer tape and keep the computer tape current.

National Assessment of Educational Progress (FY 1977-78)

The National Assessment of Education Progress (NAEP) is an annual survey of the knowledge, skills, understandings, and attitudes of young Americans, which includes seven learning areas. The survey is now in its 8th year, and requests for assistance from State and local education agencies are increasing. Assistance activities range from exploratory and planning sessions with State and local education officials, governors, and legislators to providing technical assistance and special materials for State and local use. To assist State and local education agencies interested in comparing their student performance with NAEP's national and regional results, NAEP is exploring such options as derived estimates or "profiles" drawn from its data so that SEA's and LEA's can compare their own assessment results with a similarly constituted State or locality.

Analysis

Analytical studies enhance the usefulness of information in several ways. They enable change to

be assessed more accurately, provide insights into the significance of data through the application of statistical techniques, and describe more fully the education enterprise and its impact on participants by incorporating demographic, social, and economic data.

NCES plans include expansion of the analysis function (a major consideration in the reorganization of NCES). Linkages between analysis and the data bases for elementary-secondary and postsecondary education were built into the organization at every level. In fiscal years 1977 and 1978, analysis studies focus on:

Methodological Developments
Educational Target Groups
Trends in Education

Methodological Developments

These provide the means for making data comparable from several bases and for establishing indices for interpretive analysis. The studies in this area include:

Census Data by School Dstrict
Indicators of Inequality of Educational Opportunity
Measures of Educational Outcomes in Industrial Nations
Statistical Analysis Group in Education
Synthetic Estimation of the Number of Spanish-Language Children

Census Data by School District

NCES has developed an updated School District Reference Tape for aggregating, at the school district level, social and economic data from the 1970 census of population and housing. This updating reflects the more than 1,000 consolidations and other changes in school district boundaries that have occurred from 1970 to 1974. Statistics from this update will benefit target populations by improved allocation and targeting of funds. For example, data on the number of children below the poverty level will be helpful to ESEA title I managers and State coordinators in making subcounty allocations; data on low-education attainment will contribute to the Adult Basic Education Program; and statistics on occupations and vocational training will aid the Career and Vocational Education Programs as well as the newly formed Occupational Planning Unit in the Bureau of Occupational and Adult Education.

Activities in FY 1977 - The school district reference tape was revised to reflect district boundary changes between 1970 and 1974. Census data are being retabulated according to the revised reference tape and entered into the EDSTAT on-line automated access system. A modest study of sources of error is being conducted.

Plans for FY 1978 - A design study will develop production and quality control specifications for producing a school district reference tape for the 1980 decennial census.

Indicators of Inequality of Educational Opportunity

This exploratory study has the following objectives: provide Federal planners and managers with new information about the actual and potential uses of indicators of inequality of educational opportunity at the elementary-secondary level; improve understanding of the concepts of inequality of educational opportunity; define a set of indicators to serve a range of policy purposes; derive these indicators from currently available data; and make recommendations for NCES data acquisition and analysis.

Activities in FY 1977 - An analysis of previously collected data from 4,900 school districts on the 1970 census/ELSEGIS data tape was completed and a report is being prepared. Attention is being given to relationships between resource measures of per-pupil expenditures and pupil-teacher ratios and characteristics of the school districts, such as income, race, urbanization, and ability to pay. The role of the States and the Federal government in narrowing resource disparities is being explored.

Plans for FY 1978 - The methodology will be applied to 1974-75 data to uncover trends in resource discrepancies and to determine whether the indicators can be improved.

Measures of Educational Outcomes in Industrial Nations

NCES is mandated to review and report on educational activities in foreign countries. Budgetary constraints permitted undertaking one new study in fiscal year 1976. The study is designed to research and compile data on educational outcomes in relation to youth employment in selected industrial nations.

This study of educational outcomes and related educational experiences in the United States and other industrial nations will suggest directions for NCES data collection, analysis, and presentation. The study will identify and compare outcome measure-

ments related to the interface between education and youth employment (jobs, income, the transition from school to work, and career ladders), and youth unemployment.

Activities in FY 1977 - The first phase includes a determination of availability and comparability of data on education outcomes in the member nations of the Organization of Economic Cooperation and Development (OECD) with policy issues selected for further examination. Information relating to guidance, vocational education, placement practices, apprenticeships, and other procedures directed at reducing youth unemployment will be presented in a report.

Plans for FY 1978 - Results of the first phase will be integrated with the deliberations of a conference of experts to produce a report on such issues as the effectiveness of education and training in reducing youth unemployment.

Statistical Analysis Group in Education

NCES has contracted for a statistical analysis group in education (SAGE) to develop and maintain technical capabilities equal to the state-of-the-art of conducting analytic inquiries and applying statistical survey methodology. The contractor works closely with NCES personnel in identifying specific methodological problems as assigned.

Activities in FY 1977 - Work will be completed on four tasks initiated late in the previous fiscal year: (1) systematic identification of persistent technical problems affecting NCES' data-collection and analysis activities that might be worthwhile foci of SAGE efforts in subsequent years of the contract; (2) optimization of the effectiveness of followup research by developing techniques for coping with nonresponse bias; (3) development of a model for a cost of education index permitting comparisons among regions and States with regard to education outlays by equating differential costs of providing goods and services; and (4) development of systematic procedures for solving the problems of file incompatibility when attempting to merge large data bases.

Plan for FY 1978 - Reports and publications stemming from the four tasks described above will be prepared and issued. Based upon the results of Task 1 above, additional methodological tasks will be selected by NCES and assigned for execution in FY 1978.

Synthetic Estimation of the Number of Spanish-Language Children

To meet a Congressional interest in identifying concentrations of persons with limited English-speaking ability within each State, NCES requested the Bureau of the Census to develop and to evaluate procedures for synthetically estimating such concentrations from the State-representative data of the HEW survey of income and education (SIE).

Activities in FY 1977 - Census will use estimators from the SIE and apply them to the 1970 decennial census data for selected school districts in Texas, California, and New Jersey. Results of the estimations will be compared with recent school district values. Items to be selected will be those expected to be included in the 1980 decennial census.

Plans for FY 1978 - The project will be completed.

Educational Target Groups

These studies include data from several sources for analyzing educational problems relating to specific populations. Projects include:

- Personnel Prepared to Teach or Work With Persons of Limited English-Speaking Ability
- Federal Expenditures in Education Programs for Two Groups of Children
- Linguistically Different Children and Adults
- Target Group Participation in Postsecondary Education

Personnel Prepared To Teach or Work With Persons of Limited English-Speaking Ability

In support of the Commissioner of Education, who will report to the Congress by February 1, 1978, on the condition of bilingual education in the Nation, NCES is collecting and analyzing data from institutions of higher education on the number of persons who are being trained to teach or work with persons of limited English-speaking ability from backgrounds in which English is not the dominant language. In addition, NCES is collecting data on the number of employed elementary-secondary school teachers who are qualified by reason of language to teach children with limited English-speaking ability. The resulting data base will be analyzed to indicate the capacity of institutions of

higher education and the public school systems to provide the needed personnel for bilingual education programs. In this way, the Commissioner of Education will have available data to recommend any combination of training and retraining programs to ensure an adequate supply of qualified personnel to work in bilingual education programs.

Activities in FY 1977 - Data collections are in process and preliminary analysis is underway.

Plans for FY 1978 - The report will be completed.

Federal Expenditures in Education Programs for Two Groups of Children

This study responds to Congressional interest in ascertaining comparative program costs between block Federal aid and discrete categorical aid. Program costs for eligible participants in two categorical program classifications, economically deprived and limited English-speaking children, will be calculated on a per-child basis as well as by categorical program and various types of cost comparisons will be drawn.

Participating children in the sample of the 1976 HEW survey of income and education (SIE) are being classified by poverty and language, with appropriate steps taken to minimize classification errors. The measures of poverty and language used in the 1976 SIE are being reevaluated. Poverty is being assessed by a reinterview and language by recalibration of the measure of English language proficiency (MELP).

Activities in FY 1977 - Analyses of costs, classification of children and evaluation measures are underway.

Plans for FY 1978 - The report will be completed.

Linguistically Different Children and Adults

NCES is mandated to report to the Congress by July 1, 1977, on the number of school-age children and adults with "limited English-speaking ability" from non-English language backgrounds in each State, pursuant to Section 731(c)(1)(A) of the Bilingual Education Act, Title VII, Elementary and Secondary Education Act (ESEA), as amended.

To assist the Congress further in its deliberations about amending the Bilingual Education Act, NCES is broadening its study to include counts of the same age groups from each of 18 specific non-English language backgrounds without regard to English language proficiency and from each of the corresponding ethnic groups. Also, as part of its assessment of the education needs of young minority adults who have limited English-speaking ability, NCES is analyzing data on educational attainment, labor force participation, unemployment, and income. This analysis is modeled on the special analyses of the July 1975 survey of languages already prepared by NCES.

It is expected that portions of the adult data will be included in the annual report to the Congress, submitted by the Commissioner of Education and the Secretary of Labor pursuant to Part J of the Vocational Education Act, as amended.

Activities in FY 1977 - The analyses are underway.

Plans for FY 1978 - The analyses will be completed.

Target-Group Participation in Postsecondary Education

Special analyses of the characteristics of young adults who continue in postsecondary education, as well as of those who do not, have been designed with special emphasis on selected "target groups" (e.g., women and racial/ethnic minorities). These analyses draw upon data from the Bureau of the Census's May 1974 current population survey (CPS) and from HEW's 1976 survey of income and education (SIE).

Activities in FY 1977 - Plans are being developed to analyze data from the CPS on the characteristics of students attending different types of postsecondary institutions (universities, 4-year and 2-year colleges, and vocational-technical schools), sources of financial assistance, and patterns of attendance (e.g., part- or full-time, continuous or interrupted). Plans for the SIE analysis include examination of the access and attainment of target groups in institutions of higher education and a State-by-State analysis of participation rates of selected target groups in higher education in relation to the characteristics of postsecondary education available within the States.

Plans for FY 1978 - Primary effort will be placed on completing unfinished analyses and the final reports by the end of the fiscal year.

Trends in Education

These analyses focus on events over time in relation to education, and economic and social factors. Projects include:

Trends in Higher Education
National Assessment of Educational Progress (NAEP)
National Longitudinal Study (NLS)

Trends in Higher Education

Characteristics of students, faculty, and institutions of higher education are reported annually in the data collected by the higher education general information survey (HEGIS). NCES staff are examining data over an 11-year period (1965-1976) for a series of studies describing trends in higher education. Analyses include the enrollment of entering freshmen and its impact on the size and composition of the college-student population, postsecondary enrollment issues, and faculty and administrative staff differences by sex with respect to compensation and rank. (Recent trends are being probed to determine where sexual inequities persist and where progress is being made in removing inequities.) Another analysis on changes in higher-education enrollment, of particular interest to planners, is that which is focusing on the increased enrollment of racial/ethnic minorities and of women in higher education. The characteristics of institutions that have enrolled women and Blacks in increasing numbers are being contrasted with those in which this has not been the trend. Thus far, three studies have been published: *Earned Degrees Conferred: Analysis of Trends, 1965-66 Through 1974-75; Women's Participation in First-Professional Degree Programs in Medicine, Dentistry, Veterinary Medicine, and Law 1969-70 Through 1974-75;* and *Analysis of Doctor's Degrees Awarded to Men and Women, 1970-71 Through 1974-75.*

Activities in FY 1977 - The NCES postsecondary analysis staff is preparing a data plan describing those aspects of the above issues that can be analyzed from HEGIS data. Potential users and uses are being identified and procurements are being prepared to gather the data for trend analysis and for literature and policy reviews. When the work has been completed, the NCES staff will begin the data analysis and write the reports.

Plans for FY 1978 - Reports undertaken in fiscal year 1977 will be completed. Where appropriate, trends will be reported by sex, type of institutional control, institutional level, faculty rank, length of service, sources and levels of institutional support, changes in expenditure patterns, and level of program (2-year, 4-year). Further analyses of the HEGIS data will be planned, both separately and in conjunction with other data bases.

National Assessment of Educational Progress (NAEP)

NAEP collects data on the educational attainment and background of young Americans on a recurring basis and prepares analyses on the relative attainments of subgroups of the population in selected subject areas over time. Trend analyses pinpoint changes in performance by sex, race, and such characteristics as geographic region, size and type of community, and level of parental education. Such analyses have been published for science, reading, writing, and citizenship/social studies. Primary analyses, which interpret the basic findings, will have been completed for all subject areas by the end of fiscal year 1977.

Analyses are performed to provide useful information for curriculum development and educational decisionmaking. However, to enhance the utility and relevance of NAEP data for these purposes, NAEP is increasing its efforts to promote the interpretation of NAEP results by scholars, subject matter specialists, and researchers. Followup studies of the usefulness of NAEP findings to curriculum development and decisionmaking for educational programs are planned.

Activities in FY 77 - The following analysis activities are underway:

- Exploration of relationships between school counseling resources and performance on career awareness exercises; and exploration of career skills, work satisfaction, and career awareness of out-of-school 17-year-olds.
- Exploration of relationship of school Title I eligibility to performance on reading assessment; examination of relationship between school reading enrichment or remedial program and reading performance; and examination of changes in reading achievement for groups classified by percentage of non-White students in the school.
- Developing strategies for analyzing and reporting the third cycle science-change results.
- Examination of relationship of curriculum variables to performance and citizenship/social studies items; and analysis of changes in political knowledge and attitudes among various population groups over the past 7 years.
- Reporting of art-assessment results in drawing, art knowledge, and art attitudes.

Plans for FY 1978 - Reports on 1978 mathematics and 1977 science-change data will be prepared. Additional interpretative reports will be made on the 1975 art data.

National Longitudinal Study

NCES is now in its 5th year of a 6- to 8-year investigation of the education, job training, and vocational histories of a nationally representative sample of 22,000 young people. The longitudinal study provides data on the extent to which career plans and aspirations persist over time and are eventually fulfilled or thwarted; characteristics and abilities of those choosing various kinds of postsecondary education and occupations; impact of Federal funds on initial educational plans, perseverance of intention, and success; and the extent to which educational experiences prepare youth for work. This study broadens the output measures available from NCES studies; previously output measures were limited mainly to high school and postsecondary program completions.

The inquiry began in the spring of 1972 with a base-year survey of the high school class of 1972. A student questionnaire, a test battery of verbal and nonverbal aptitudes, a school questionnaire, a counselor questionnaire, and school records furnished data on a nationally representative panel of seniors from a sample of 1,200 public, private, and parochial secondary schools. Representatives from educational organizations and the social sciences and many Federal users of the data contributed to the project design.

In the fall of 1973, a followup survey of the participants in the 1972 sample obtained information on their post-high school educational and work activities. The response rate (93 percent) was exceptionally high, considering the very mobile age group involved. A second followup study, initiated in the fall of 1974, also obtained a 93 percent response rate. Some analyses of base-year, first and second followup data have been completed and computer tapes are available. Among the reports are: *Changes in Attitudes One and One-Half Years After Graduation* and *Capsule Description of Second Followup Survey Data.*

Activities for FY 1977 - Federal policy-oriented analyses of the longitudinal data base, through second followup, include topics such as: Access and Persistence in Postsecondary Education, the Use and Adequacy of Student Financial Aid Programs, Transition from High School to Work, Demand for Postsecondary Education, Effects of Secondary Education on Postsecondary School Careers, Transfer Students in Institutions of Higher Education, and Withdrawal from Institutions of Higher Education.

Plans for FY 1978 - The third followup survey data base will become available to the general public in the form of computerized data tapes. This information will describe a critical transition period in the educational and occupational careers of many of the 1972 high school graduates; i.e., many will have graduated from 4-year institutions and will be pursuing a career (working full-time), and/or graduate work. Special purpose analyses will be conducted on such topics as: Persistence in Higher Education, Student Financial Aid, Transition from Postsecondary Education to the World of Work, and Access to and Pursuit of Graduate Education.

Dissemination

The dissemination program, providing direct access to NCES data, seeks to reduce the time lag between data collection and reporting, to increase data utilization through diversification of modes of access, and to provide specialized assistance to users. In addition, the Center aims to make available education data from varied sources outisde NCES, both Federal and non-Federal, and with limited NCES resources to balance user requirements for various products and services.

Major changes in the NCES dissemination program for fiscal years 1977 and 1978 will be (1) accelerated availability of data in forms requested by users, (2) reduction in the number of publications listing institutional data, and (3) a shift to other forms of data presentation useful to policymakers. Data will be available through preliminary and updated computer tapes, microfiche, and special tabulations; access to data tapes will also be provided through the on-line computer access system. Although a number of publications listing institutional data will be discontinued, publication of directories of education institutions and organizations, because of heavy demand, will be continued. A shift will be made toward reports that highlight significant trends and offer analytic insights. The Center will continue to provide services to users with needs for more detailed statistics.

Important ongoing dissemination activities include an information service and preparation of reports offering general-purpose statistics about American education. The NCES information service responds to approximately 13,000 queries per year from legislators, government agencies, business and other organizations, education institutions, and private citizens. Responses range from distribution of survey data to preparation of special estimates and projec-

tions for government agencies and departments. The annual publication, *Digest of Education Statistics*, summarizes many education time series and offers a compilation of the most current statistics concerning education institutions, participants, and finances at all levels. The *Projections of Education Statistics* provides a consistent coordinated set of education data series projected for 10 years. The annual *Condition of Education* report, submitted to the Congress on March 1 as required by the Education Amendments of 1974, presents statistics on American education within a social indicators framework--utilizing a graphic format supported by interpretive text--as well as the NCES program and costs for current and succeeding fiscal years.

Highlights of the dissemination program for fiscal years 1977 and 1978 include:

EDSTAT
Fast Response Survey System

EDSTAT

The ESTAT program disseminates NCES automated products: computer tapes, on-line computer terminal access, specially prepared tablations, and microform products.

All data collected by NCES are available on computer tape. NCES processes approximately 400 tape orders per year. Certain data are available on either tape or microform. The terminal-accessed system makes available data collected by NCES and other Federal agencies. The system may be interrogated, on-line, from remote-access terminals in many parts of the country. More than 50 data bases from NCES, Office for Civil Rights, Bureau of Postsecondary Education, and the Bureau of the Census are accessed by over 20 organizations from both the public and private sectors. By means of a recently instituted special tabulation program, NCES can respond to special requests for selected data from its collection of higher education survey data. Special tabuation products may be subsets or combinations of survey-data files, produced on tape or in printed tabular form, customized to user specifications. A mailing label service is included.

Activities in FY 1977 - A general expansion in all activities is being undertaken, with emphasis on special tabulations and the terminal-accessed system. An ability to link data bases to be developed by the end of the fiscal year will enable on-line terminal users to retrieve data from more than one data base, and enhance both the terminal-accessed system and the special tabulation service. Continuing emphasis is placed upon disseminating "early release" data shortly after acquisition and before an entire survey has been processed.

Plans for FY 1978 - During FY 1978, NCES expects to combine all its data-processing activities with a single computer vendor, thus enhancing all automated dissemination activities and significantly reducing the time between data collection and dissemination.

Efforts will be made to improve tape documentation and to broaden the areas from which data are selected for inclusion in dissemination programs.

Fast Response Survey System (FY 1977-1978)

NCES' Fast Response Survey System (FRSS), providing capability for rapid data collection and dissemination, is designed to produce nationally representative data in approximately 3 months and to focus on current policy-related issues. Samples have been selected to represent the following educational sectors: local educational agencies; elementary-secondary schools (both public and private); institutions of higher education; and non-collegiate postsecondary schools with occupational programs. State education agencies are surveyed as a universe. Two surveys were conducted with FRSS in 1976: one reported data from SEAs on Statewide developments in performance-based education; the other reported data on job-placement services provided by school districts to high school students, graduates, and dropouts.

NCES offers this service to Federal education policymakers. FRSS has received support from data suppliers and users, and thus far has involved the Office of the Assistant Secretary for Education, the National Institute of Education, and the Department of Labor, as well as State and local education agencies. The Center will be able to conduct 5 such surveys in fiscal year 1977; plans for fiscal year 1978 will be based upon experience gained in the 2 preceding years.

EDUCATION STATISTICS

The NCES data-collection program represents a concerted effort to structure a comprehensive and flexible education data base and to provide users with (1) a solid core of data delineating the essential features of the education enterprise in the United States and describing those who participate in the enterprise, and (2) a varied, detailed flow of information bearing on changing policy issues.

To meet the requirements for providing this complete data base, NCES must assume responsibility for collecting comprehensive and useful educational data. However, NCES recognizes its limitations in collecting all the education data that are needed.

NCES collects data descriptive of educational institutions and of the individuals who participate in their activities. The Center is placing increasing emphasis on student data, while continuing to maintain the data cores indicative of the condition of educational institutions. Those data bases will be streamlined to focus on data elements closely related to policy and program requirements.

Student Needs, Characteristics, Backgrounds, and Outcomes

The new program emphasis on student data and the impact of educational experiences on students respond to persistent Federal concerns about matching student needs and educational services, meeting acceptable performance standards, and moving from education to work. The following projects reflecting this emphasis are underway:

Bilingual Education
Design of Children's Education Survey
Preprimary Enrollment of Children Under Six
National Assessment of Educational Progress (NAEP)
National Longitudinal Study
Characteristics of Students in Noncollegiate Postsecondary Education
Target Group Transition
Target Group Participation in Postsecondary Education
Participation in Adult Education

Bilingual Education

To provide data for its own mandated reports to the Congress and for those of the Commissioner of Education, NCES is completing the final surveys in its Bilingual Education Surveys program.

Institutions of Higher Education (IHE) - IHE Survey: This survey will provide information on the enrollment, graduates, curricular and organizational arrangements of 300 institutions of higher education which offer training in a program to enable teachers and instructional personnel to serve students of limited English-speaking ability.

Survey of Teachers' Language Skills - This survey is providing national estimates of the number of elementary-secondary school teachers, who are teaching or who have other assignments but who are qualified to teach, children of limited English-speaking ability.

Survey of Income and Education (SIE) - The SIE, completed during FY 1976 by the Bureau of the Census, provided the names and addresses of the schools attended by children ages 4-13 from non-English-language backgrounds. The Bureau of the Census will seek written consent from a sub-sample of parents of approximately 7,000 children for release of their names and permission for NCES to acquire school record information. (This meets the provisions of the Bureau of the Census confidentiality requirement and the requirements of the Family Educational Rights and Privacy Act of 1974, as amended, regarding the release of school records.) If sufficient numbers of parents agree, school data about these children and the services they receive will be collected along with comprehensive assessments of their English-language proficiency. This project is cooperatively funded by NCES and the National Institute of Education.

Plans for FY 1978 - The reports to be prepared are described under the Analysis Section.

Design of Children's Education Survey

The Children's Survey seeks a basic and recurrent set of data on aspects of children's lives that affect educational growth and development. The survey will also provide a vehicle for a more extensive set of studies on Federal policy and program planning issues related to children's education and social and economic well-being. Approximately 3 years will be required for planning and developing the scope of the study, measures and instruments, sample design, and survey costs. Consideration will also be given to the feasibility of including State estimates, school record data linkages, child assessment and achievement measures, and specialized population and longitudinal studies in related social policy areas.

The study deriving from this planning effort should provide national estimates of the distribution of a variety of education problems and handicaps among school-age children and the association of the problems and handicaps with other educational, social, family, and economic factors. Together with data on the services provided by schools and by private and government programs, the assessment of inter-related needs of school-age children should be useful to the Congress, to the HEW, and to other agencies at the Federal, State, and local levels in planning and assessing the adequacy of educational services. Focusing at the policy and planning level of analysis, the study will identify and develop special samples, studies and supplements as required for policy planning.

Activities in FY 1977 - A study to determine the data gaps and the need for instrument review and development has been completed. A supplement to a national survey of children and parents was developed cooperatively with a private foundation, to provide base-line estimates of population characteristics and the level of agreement between parents and teachers on children's impairments and educational handicaps.

Plans for FY 1978 - Further planning efforts will be undertaken to develop a data plan for the study, to examine the appropriate scope and magnitude of the proposed study, and to determine the feasibility of alternative data-collection methods. Recommendation on study feasibility, method, and scope will be made.

Preprimary Enrollment of Children Under Six

NCES is monitoring the increasing preprimary enrollment in the United States through a contract with the Bureau of the Census to collect data through its current population survey (CPS). The CPS data generate regional and national estimates of preprimary enrollment related to a number of socioeconomic factors: age of child, race, region of country, public or private school, metropolitan status, family income, occupation and education of household head. The educational community is concerned with the growth of participation in preprimary education, because it changes the entering student population and has programmatic implications which need to be examined.

Activities in FY 1977 - The final report on the October 1975 study is being prepared. Planning is underway for the 1977 study.

Plans for FY 1978 - The 1977 study will be completed.

National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) is an annual survey of the knowledge, skills, understandings, and attitudes of selected groups of young Americans. It is the only national data base periodically providing a comprehensive and systematic accounting of national educational achievement and measure of whether schools are meeting the needs of a modern, technological society. The project focuses on two main questions: (1) What is the educational attainment of various population groups in major school-related subject areas? (2) What are the changes in attainment over time, if any, in these areas? From its inception, the National Assessment has been construed as a means for locating areas of unequal achievement similar in concept to "pockets of unemployment" and has been providing achievement data for various disadvantaged groups as well as for other groups. In addition, NAEP is being adapted to provide data on mastery of basic life skills.

NCES contracts with the Education Comission of the States for the collection, analysis, and reporting of the achievement of a representative national sample of 4 age groups: 9-, 13-, and 17-year-olds, and adults (aged 26-35). Results are summarized nationally for each age group by sex, race, geographic region, size and type of community, and level of parental education.

Baseline assessments have been completed for science, writing, citizenship, reading, literature, social studies, music, mathematics, art, and career and occupational development. Second assessments have been made in: science, writing, reading, and citizenship/social studies. Sixty-seven reports on assessment findings have been published. Thirty-five States and a number of local education agencies are using

materials, procedures, and findings from the project for the conduct of their own assessments.

Activities for FY 1977 - Reports are being published on: the changes in reading skills of 9-, 13- and 17-year-olds from 1971 to 1975; the basic math skills performance of 13- and 17-year-olds (conducted in 1975); the results of the first art assessment (1975); additional results on the assessment of career and occupational development (1974) and changes in writing performance from 1970 to 1974; and interpretation of results on the second assessment of citizenship/social studies performance (assessed in 1976).

The third assessment of science and a special probe in basic life skills are being conducted.

Materials for the second assessment of mathematics and humanities (art, music, literature) and the third assessment of writing as well as for a special probe in consumerism are being developed.

Plans for FY 1978 - The major reports to be published will address: changes in citizenship/social studies performance from 1970/1972 to 1976; trends in science achievement based on 3 assessments in 1970, 1973 and 1977; results of the first comprehensive assessment of basic life skills; and an interpretation of results on the third assessment of science.

The second assessment of mathematics and a special probe of writing mechanics will be conducted for all 4 age groups. Materials for writing (cycle 3) and humanities (cycle 2) will be prepared; and objectives and exercises for reading (cycle 3) and career and occupational development (cycle 2) will be developed.

National Longitudinal Study

The National Longitudinal Study of the High School Class of 1972 is in its 5th year and third followup of an investigation into the education, job training, and vocational histories of young people who graduated from high school in 1972. Through the longitudinal design, outcomes such as postsecondary education, job experiences, career orientation, and socioeconomic status are related to family background, educational attainment, early job experiences, aspirations, and attitudes. The study provides a continously updated data base to assist decisionmakers in developing legislation and programs to help students fulfill their educational objectives.

Activities in FY 1977 - The NLS, third followup survey was intiated in October 1976, with a mailing of the questionnaire to 21,800 potential respondents. Third followup survey data will be collected, edited, and developed into a usable computerized data base preparatory to the initiation of analytical operations.

Plans for FY 1978 - The third followup survey data will become available to the general public in the form of computerized data tapes.

Preparation will be made for the fourth followup field test which is to take place in 1978. The field testing of approximately 900 high school graduates of the class of 1971--the field test group since the beginning of the project--will be conducted in preparation for the fourth followup survey of the high school class of 1972 in 1979.

Characteristics of Students in Noncollegiate Postsecondary Schools

NCES, for the first time, is surveying a sample of students enrolled in noncollegiate postsecondary schools to determine students' perceptions of their occupational training experiences. Student profiles will be derived from data on student and parental educational background, sex/racial/ethnic group, military status, work experience, past and current occupational training experiences, reasons for selecting the program, and career plans.

Activities in FY 1977 - The survey is being administered.

Plans for FY 1978 - The report will be completed.

Target Group Transition

Evidence indicates that groups such as the economically deprived, women, and racial/ethnic minorities are less likely to complete secondary school and to pursue postsecondary education. Since retention rate of target group members fluctuates from one school system to another, questions arise about differences in school systems which may account for the different retention rates. This project is designed to address that question by developing national estimates of: (a) the rates of school dropout/completion and postsecondary attendance for the general population and for specific target groups, (b) the degree of variability among school systems in dropout rates and postsecondary attendance, (c) the grouping of target and other students in different curriculums or programs, and (d) the underlying policies and practices associated with curriculums and programs. The educational attainments of target group and other student populations will then be

related to school curriculums and programs (and their underlying policies and practices).

Activities for FY 1977 - A data plan in preparation specifies the scope and magnitude of the study and makes preliminary determinations of instrumentation, sampling, and other aspects of survey design. Because the present study departs from previous inquiries of this nature, which focused on the level of resources schoolwide rather than on their organization and how they affect specific students, a pilot study of secondary school system grouping procedures and related practices is being developed and implemented during the year. This pilot effort involves school observations, development of instruments, and specifications of sample and survey design.

Potential users and uses of the data are being identified. Concomitantly, actions are underway to establish a technical advisory committee of representatives from associations concerned with secondary school policy and practice and a review committee composed of HEW staff.

Plans for FY 1978 - NCES staff will analyze the results of the pilot study and modify survey design specifications accordingly. Plans for the large-scale survey will be completed for implementation in fiscal year 1979.

Target Group Participation in Postsecondary Education

This study is designed to determine access and persistence in postsecondary educational institutions and to provide data on the characteristics of participants and nonparticipants in postsecondary education. It is the first in a continuing series of target-group surveys and will utilize the existing educationally oriented current population survey (CPS) of the Bureau of the Census. In addition to demographic, enrollment and educational attainment data, the 1978 survey will focus on the following issues:

Who attends postsecondary institutions? Who does not? Special attention will be given to the attendance of "target groups" -- such as women; racial, linguisitic, and ethnic minorities; lower-income groups; and central-city and rural residents.

What are the *attendance patterns* with respect to persistence, intermittence, dropping out, part-time or full-time? How does attendance vary by target group? How do persistence patterns vary by target group? How do field of study and degree plans vary by target group? How do graduate and professional enrollment vary by target group?

What *activities* occupy postsecondary enrollees? Non-enrollees? Are target groups members more isolated from faculty? Their fellow students? Do target group members in minority-dominated institutions have more leadership opportunities than in majority-dominated institutions? Do they receive job counseling or career education?

What forms of *financial aid* are known and available and in what amount? How does financial aid vary by target group?

What are the *attitudes toward postsecondary education* of the general population? How do educational attitudes and aspirations differ by target group?

The survey will provide a foundation for a study series, repeated in part every two years to provide data on major and emerging trends in postsecondary education at the individual level. Selected questions will be included on a one-time basis as warranted by prevailing policy considerations.

Activities in FY 1977 - Specific activities underway include: a data plan which specifies the scope and magnitude of the study, design of an instrument and identification of data users. Members from Federal agencies involved in postsecondary education are reviewing, advising, and working closely with NCES on the several studies.

Plans for FY 1978 - Arrangements will be made with the Bureau of the Census for including a supplement in its October 1978 CPS. The data plan and final instrumentation will be completed in 1978.

Participation in Adult Education

Through a Bureau of the Census household survey administered triennially since 1969, NCES monitors and reports on adult participation in education during the previous 12 months. Data are collected on the types of activities in which adults participated, reasons for participating, degree of satisfaction with the activities, and basic demographic data such as educational and occupational background, sex/age/racial/ethnic group, and veteran status.

Activities in FY 1977 - A report of the 1975 survey was published.

Plans for FY 1978 - The survey will be readmin istered.

Institutional Data

Concomitant with the revision and redesign of institutional data collection, NCES is developing a comprehensive program of data collection to supply a basic core of institutional data compatible with data describing individuals. The data collection will be conducted at several levels (institution, district, State) and coordinated with information systems now being developed. Basic institutional trend data essential to users of education statistics will be continued, but the series is being reviewed in order to eliminate data elements that are of lower priority, or are difficult to collect, or that need not be collected as frequently. The program activities are reported under the following headings:

Elementary-Secondary Education
Postsecondary Education
Education Manpower
Learning Resources

Elementary-Secondary Education

Implementation of a major, restructured data-collection program in elementary-secondary education will provide information from the universe of school districts on race/ethnic enrollments, finances, and staff of all public and nonpublic schools. The program will consist of a basic core of institutional and participant data designed to address issues affecting government and education policy and decision makers. Data for the base are expected to be obtained almost entirely from State education agencies without imposing an additional burden on local school systems. Projects are described under the following titles:

Common Core of Data (CCD I)
Elementary-Secondary General Information System (ELSEGIS)
LEA Finance Survey
Nonpublic School Survey
Federal Impact Aid on Local School Systems

Common Core of Data (CCD I)

A census of local school systems, intermediate educational agencies, and State education agencies is being planned for full-scale implementation during the school year 1977-78. This project, designed to ultimately replace the present elementary-secondary general information system (ELSEGIS), will provide information from the universe of school districts on race, enrollments, staff, finances, and facilities of all public and nonpublic schools. Development of the data base design has almost been completed. A current feasibility study will (1) identify data gaps between survey forms proposed for CCD I and reports the States already require from their LEAs and (2) assess the comparability between CCD I and SEA terms and definitions.

Activities in FY 1977 - The data base design is being completed and field tested to determine its feasibility and estimates of implementation cost. Automatic data processing requirements for developing and managing the data base are also being ascertained. Interagency discussions among NCES, the Equal Employment Opportunity Commission, the Office for Civil Rights, and the Bureau of the Census are identifying data needs and determining which data needs can be incorporated into CCD.

Plans for FY 1978 - Agreements will be negotiated with the State education agencies to produce data for local, intermediate, and State agencies. Assistance will be provided to State education agencies to develop efficient systems to extract, compile, and transmit data needed for the elementary-secondary core.

Elementary-Secondary General Information System (ELSEGIS)

ELSEGIS, initiated in 1969 and conducted annually, has been the primary instrument for acquisition and dissemination of basic data on public elementary and secondary education in the United States and outlying areas. ELSEGIS acquires data aggregated at the State level on pupils, staff, finances, and facilities in public elementary and secondary education. Data are obtained mainly through cost-sharing contracts with State education agencies which actually carry out the data acquisition, editing, and preparation. Most data are obtained from the State agencies, but in some States (at their option) NCES collects the data directly from the school systems and schools. Statistics collected by the Bureau of the Census and the Equal Employment Opportunity Commission are also used in the ELSEGIS data base. The ELSEGIS system will be maintained until data continuity under the common core of data (CCD I) is assured.

Activities in FY 1977 - Data on number of school districts, schools, pupils and staff employed during the 1976-77 school year are being collected. The following reports are being issued:

Revenues and Expenditures for Public School Purposes, 1976

Statistics of State School Systems, 1974
Bond Sales, 1976
Statistics of Public Elementary and Secondary Day Schools, Fall 1976
Education Directory: Public School Systems, 1976-77
Education Directory: State Education Agency Personnel, 1976-77

Plans for FY 1978 - Similar data will be collected for the 1977-78 school year and a set of publications similar to those listed for FY 1977 will be published.

LEA Finance Survey

The annual survey of local public school systems is conducted jointly by NCES and the Governments Division of the Bureau of the Census. It provides data on receipts by source (including the distribution of Federal funds by major programs), and on expenditures by purpose. Data are collected by the Bureau of the Census on a report form developed jointly by the two agencies. For most years, data are collected from a sample of approximately 6,100 local public school systems; for the census of governments year, FY 1977, coverage will be 100 percent. It is anticipated that the common core of data will replace the survey.

Activities in FY 1977 - Data for fiscal years 1974 and 1975 have been put into the EDSTAT system. A preliminary report containing summary data for FY 1975 is being prepared in addition to a comprehensive report based on data for FY 1974 and FY 1975. Data for FY 1976 are being collected.

Plans for FY 1978 - Data for FY 1976 will be put on EDSTAT. One or more publications based on these data will be released. The data for FY 1977 will be collected by the Bureau of the Census from all LEAs in the U.S.

Nonpublic School Survey

Little is known about nonpublic schools in the United States, which enroll an estimated 10 percent of the elementary-secondary school population. NCES plans a recurring survey of this important sector of the elementary-secondary educational system. This survey will gather census data on enrollments, staff, revenues, and expenditures.

Activities in FY 1977 - Data are being collected and processed. The report will be available by the end of the fiscal year. Plans are being formulated to update the data base for the 1977-78 school year.

Plans for FY 1978 - This survey will be implemented for the 1977-78 school year

Federal Impact Aid on Local School Systems

The Congress expressed interest in a study of impact aid including an analysis of the economic impact of the Federal presence on LEAs that receive impact (SAFA) aid. NCES prepared two reports on impact aid that were transmitted in August 1975. Subsequently, NCES contracted for the design of an econometric model to provide estimates of the economic impact. A description of the model was sent to the chairmen of the cognizant committees for their consideration. NCES plans to conduct this study if the Congress still wishes NCES to do so.

Postsecondary Education

NCES maintains a basic set of statistics on the diverse institutions providing postsecondary education. At the present time, the institutional data series for postsecondary education are being examined so that data needs can be balanced by requirements to reduce respondent burden. Concerted efforts will be made to reduce the length of survey forms, to use sampling and to decrease the frequency of selected surveys where appropriate. Future plans call for the development of a core design for postsecondary education. The projects for 1977 and 1978 are described under the following headings:

Postsecondary Data Core Design
Federal Component of the State Level Information Base
Higher Education General Information Survey (HEGIS)
Noncollegiate Postsecondary Education
Adult Education Surveys
Vocational Education Data System

Postsecondary Data Core Design

The design of a postsecondary common core will provide an orderly specification of data elements that are needed on a recurrent basis, with identification of the quantification, definition and likely aggregations and cross-tabulations of elements. The first steps in designing the common core of postsecondary data require interaction of representative postsecondary education groups, such as the postsecondary education policy committee on information; the

participant states group involved in the State-level information base project; the Federal agency committee on State statistics; and the NCES review workgroup for the higher education general information survey.

Activities in FY 1977 - A conference is planned, involving administrators, advisors, and consultants, of the various groups cited above. The conference is to be held at the same time as the meetings planned and conducted by NCES and the National Center for Higher Education Management Systems on the State level information base project and with the State Higher Education Executive Officers on the postsecondary education network project. Representatives of the latter groups are participating in discussions on developing a core design. Major input for the conference will be the report of the HEW Secretary's interagency task force on the higher education reporting burden.

Plans for 1978 - The major focus will be on continued progress toward coordination of State and Federal reports to reduce redundancy and to increase timeliness and quality of report data and on the development of steps toward design of a data core.

Federal Component of the State-Level Information Base

The National Center for Higher Education Management Systems (NCHEMS), with the support of the W. K. Kellogg Foundation, initiated the development of the State-level information base (SLIB) project in 1975. SLIB is to provide data for making planning and management decisions about postsecondary education at the State level. The testing of SLIB in five States has been a major activity. In 1976, NCES contracted with NCHEMS to include collection of data about educational outcomes and adult/continuing education, test the project in two additional States, and test SLIB at the Federal level. After testing and refining SLIB, a series of training seminars on the uses of SLIB will be held for officials from the other States.

Activities in FY 1977 - An assessment of Federal level data needs for postsecondary education planning is being conducted; plans for the expansion of pilot testing at the State level are being developed, and training seminars are being designed.

Plans for FY 1978 - Definitional inconsistencies between State and Federal data systems will be identified and attempts made to resolve these inconsistencies; SLIB will be tested in two additional States; data collection relating to educational outcomes and to adult/continuing education will be added to the SLIB package; seminars on the use of SLIB will be conducted, and recommendations will be made to NCES regarding changes in data collection needed to facilitate integration of State and Federal data collection.

Higher Education General Information Survey (HEGIS)

The higher education general information survey (HEGIS) collects and disseminates data on the Nation's colleges and universities, including community and other 2-year colleges. Annual surveys acquire basic information on the numbers of students and selected characteristics of institutions, students, staff, financial structure, and operations. Recurrent data are also collected on libraries, physical facilities, and other educational activities that are not necessarily at a collegiate level. All public and independent institutions of higher education in the United States, as defined in the *Education Directory - Colleges and Universities*, are surveyed. The governments in 44 States and the District of Columbia actively cooperate with NCES in the HEGIS data collection. In the other six States, NCES deals directly with institutions.

HEGIS data are used by States, higher education associations, policy-research agencies, and by the institutions themselves for planning, development, and administration.

A major planning activity for the future of HEGIS is in process. An NCES staff workgroup is conducting an extensive review of HEGIS activities and making recommendations concerning survey coverage and periodicity.

Activities in FY 1977 - The 1976-77 HEGIS (HEGIS XI) includes surveys of: institutional characteristics, earned degrees, fall enrollment, upper division and postbaccalaureate enrollment by degree field, finances, libraries, and faculty and administrator salaries and fringe benefits. Also included is a national sample survey of 479 institutions to obtain information on non-credit continuing education program offerings.

For the first time, racial/ethnic data have been added to the HEGIS XI surveys of earned degrees and fall enrollment, thus incorporating data needs of the Office for Civil Rights and providing a more complete base of useful information for analysis and management.

Plans for FY 1978 - Plans for HEGIS XII will be completed.

Noncollegiate Postsecondary Education

In recent years, increasing attention has been focused on noncollegiate postsecondary schools. The career training provided by these institutions is recognized as an important national asset and the production of skilled workers by these schools is important in determining labor supply-demand ratios. Early in the 1970's NCES began a series of surveys to learn more about noncollegitate postsecondary schools, their occupational program offerings, and their students. NCES will survey in 1978 approximately 9,000 noncollegiate postsecondary schools which will provide the information for a directory of noncollegiate postsecondary schools and a report on enrollments and programs in the schools. Data collected will include enrollments and programs by field, duration, staff, and fees. Enrollment data include sex, full and part-time status, and completers and leavers.

Activities in FY 1977 - The *Directory of Postsecondary Schools with Occupational Programs, 1975-76* has been published. The report on the 1975-76 programs and enrollments will be published by the end of the fiscal year.

Plans for FY 1978 - The survey for the 1977-78 programs and enrollments will be conducted.

Adult Education Surveys

NCES periodically surveys institutions and schools to determine the extent of program offerings for adults. Data are also collected on enrollment, staff, and fees. Recent surveys have been administered to colleges and universities, correspondence schools, and to the States.

Activities in FY 1977 - Information from a survey of educational programs for adults in colleges and universities, 1975-76, is being processed and analytical tables are being developed. A report is being completed on programs offered by correspondence schools.

Plans for FY 1978 - The report on the 1975-76 college and university survey will be completed. A compilation of 1977 State reports on adult basic education will also be completed.

Vocational Education Data System

The Education Amendments of 1976 require that NCES develop a data information system on enrollments, programs, staff, facilities, and expenditures for vocational education activities. Once implemented, the system will be updated as required.

Activities in FY 1977 - The basic system will be designed cooperatively with concerned national and State leaders of vocational education. Training sessions will be conducted to prepare the States for the reporting.

Plans for FY 1978 - The system will be in operation for the first year. Refinements will be introduced and additional instructions provided.

Education Manpower

Training, work situation, and job markets for teachers are all undergoing major changes. The Education Amendments of 1976 mandate NCES to conduct recurring surveys on supply of and demand for educational personnel. In fiscal years 1977 and 1978, the NCES program will begin a sustained effort to supply data for monitoring trends. A series of studies is required before supply and demand can be measured.

NCES currently has underway studies to provide some of the data needed on teacher supply. The studies of preservice education and recent college graduates will provide part of the information needed for teacher supply. In addition, NCES plans in fiscal year 1978 to conduct a study of the reserve supply of teachers to fill a long-standing need for information on the current size of the reserve pool. National data on the demand for education personnel by teaching field do not exist and studies will be designed to provide this information. Steps are being taken in fiscal year 1977 leading to a recurring survey design to be implemented in fiscal years 1978 and 1979.

Three studies of teacher collective bargaining are in process on the numbers of teacher collective-bargaining agreements, teacher work stoppages, and development of a teacher collective-bargaining information system.

NCES' activities include the following surveys:

Recent College Graduates and Additions to Teacher Supply
Reserve Supply of Teachers
Teacher Demand
Preservice Preparation of Teachers
Inservice Teacher Education
Teacher Collective Bargaining

Recent College Graduates and Additions to Teacher Supply

This is a recurring survey of the employment and

education experience of recent college graduates, with special emphasis on additions to the supply of teachers. The study will focus on the number of recent graduates added to the teacher supply and their area of specialization, such as special education, vocational education, social sciences, etc.

Activities in FY 1977 - Data collection of 1974-75 graduates is complete. Results will be available in spring 1977.

Plans for FY 1978 - Developmental work will begin for a similar survey of 1976-77 graduates to be surveyed in spring 1978.

Reserve Supply of Teachers

A largely unexplored factor in assessing teacher supply is the reserve pool. A national sample of qualified teachers who have taught but are no longer teaching or have never taught will be contacted to assess their numbers, characteristics, and the likelihood of reentering the teaching job market.

Activities in FY 1977 - Developmental work is underway for a national household survey.

Plans for FY 1978 - Data collection and analysis will be carried out.

Teacher Demand

Data on demand for teachers by teaching field has been a vital missing element in efforts to model supply/demand. A national sample of newly hired public school teachers will be surveyed to determine the fields that needed teachers in the fall of 1976.

Activities in FY 1977 - Data are being collected.

Plans for FY 1978 - Data analysis and report preparation will be conducted.

Preservice Preparation of Teachers

Data were collected from a national sample of faculty, students, and administrators in teacher-training institutions in the spring of 1976 to provide comprehensive information on the condition of and changes in preservice teacher preparation.

Activities in FY 1977 - Data analysis will be completed by the end of the fiscal year. A series of reports will be prepared and disseminated on key topics including:

Highlights - National Survey of the Preservice Preparation of Teachers
Baseline Data on Teacher Supply
Perspectives on Preservice Programs
Costs and Financing, Including Federal Aid

Inservice Teacher Education

The current surplus of teachers and the accompanying reduction of the teacher turnover rate have prompted a renewed interest in staff development programs. NCES and Teacher Corps conducted a study of inservice education to explore the practices and problems in inservice teacher education. The major tasks were: (1) a review of current literature, (2) the writing of position papers on contemporary issues, (3) an analysis of user needs based on interviews with potential users of the data.

Activities in FY 1977 - Reports will be issued.

Teacher Collective Bargaining

Teacher unions and teacher collective bargaining have become familiar features of the educational scene in many parts of the country. Although it is not widely recognized, currently the number of work days lost because of work stoppages is higher in the field of education than in any other occupation in the public sector.

Activities in FY 1977 - NCES is working with the Bureau of the Census through its annual survey of government employment to insure that adequate and timely data on the status and characteristics of teacher collective-bargaining agreements are available. These data should be available for analysis by fall 1977. In addition, NCES is sponsoring work on development of a model teacher collective bargaining information system for use by all parties engaged in collective bargaining and negotiations at the local level. While data to implement the information system at the local level must be assembled by the interested parties, NCES will provide the model to facilitate use of the data.

Learning Resources

Libraries, media centers, and educational technology are major resources designed to facilitate learning and acquisition of knowledge.

Projects include:

Library General Information Survey

Educational Broadcasting
Use of Television and Other Technology
in the Public Schools

Library General Information Survey

The Federal Government has collected and reported statistics on public libraries and academic libraries for nearly 110 years, and for school libraries/media centers for about half that time. From the mid-1960's to mid-1970's, NCES conducted separate surveys for elementary and secondary school libraries, college and university libraries, and public libraries. In the early 1970's, NCES made a number of preliminary studies to provide a foundation for conducting a series of systematic surveys of all types of libraries throughout the United States. The preliminary studies established the feasibility of using a core vocabulary (identical terms and concepts) for all libraries, and produced a workable set of cooperative arrangements with State agencies for collecting and pre-editing data.

The library general information survey (LIBGIS), was initiated in fiscal year 1974. LIBGIS I collected data on public libraries, public school libraries/media centers, and college and university libraries. LIBGIS II surveyed college and university libraries, State and special libraries in State governments and in commerce and industry. Data in each of the surveys included information on print and nonprint materials, expenditures, staffing, physical facilities, service activities, and hours of services.

Activities in FY 1977 - Preliminary reports of LIBGIS II surveys are being prepared. The survey of library cooperatives, consortia and networks is being designed and the universe defined. LIBGIS III is underway and includes the survey of college and university libraries, the public library survey, and the survey of special libraries in the Federal government.

Plans for 1978 - LIBGIS IV will be operational and plans for LIBGIS V will be completed.

Educational Broadcasting: Public Television and Radio

Since 1970, NCES and the Corporation for Public Broadcasting (CPB) have cosponsored a data-collection program pertaining to public television and radio. Information collected from the jointly sponsored NCES/CPB project obtains basic data from noncommercial broadcasting stations on finances, staffing, scheduling, production, broadcasting, and programing for an entire fiscal year of station and licensee operation. Currently, NCES and CPB are cooperating on a FY 1976 survey of public television and radio.

Activities in FY 1977 - Final reports from the 1976 surveys are being prepared on public television, CPB-qualified radio stations and on the status of public broadcasting.

Use of Television and Other Technology in the Public Schools

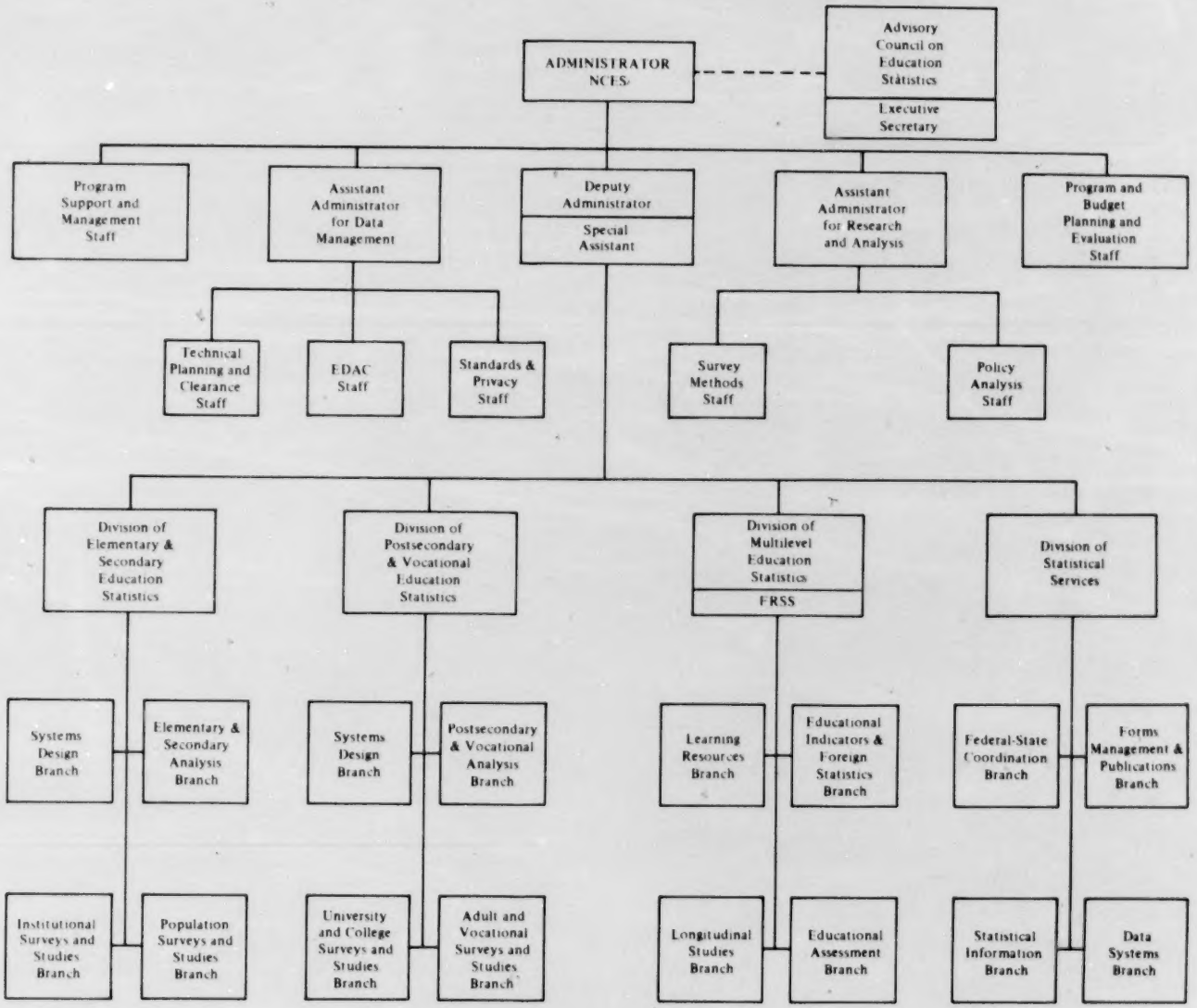
NCES and CPB are cosponsoring a study to obtain information about the availability and utilization of television and other communications technology in public elementary and secondary schools. Findings will be used by the Division of Educational Technology in the Office of Education and by CPB to assess the support and development required to build and maintain educational public television as mandated by the Communications Act of 1934, Title III, as amended, Part II, Grants for Noncommerical Educational Broadcasting Facilities, CPB. The study also provides information for determining the nature and scope of new television programing, authorized under Title III, ESAA, Section 711.

Activities in FY 1977 - The survey is being designed, developed, and conducted.

Plans for FY 1978 - The final report will be prepared.

APPENDIX A

Department of Health, Education, and Welfare
Assistant Secretary for Education
National Center for Education Statistics


ADMINISTRATOR NCES
Advisory Council on Education Statistics
Executive Secretary
Program Support and Management Staff
Assistant Administrator for Data Management
Deputy Administrator
Special Assistant
Assistant Administrator for Research and Analysis
Program and Budget Planning and Evaluation Staff
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Division of Postsecondary & Vocational Education Statistics
Division of Multilevel Education Statistics
FRSS
Division of Statistical Services
Systems Design Branch
Elementary & Secondary Analysis Branch
Systems Design Branch
Postsecondary & Vocational Analysis Branch
Learning Resources Branch
Educational Indicators & Foreign Statistics Branch
Federal-State Coordination Branch
Forms Management & Publications Branch
Institutional Surveys and Studies Branch
Population Surveys and Studies Branch
University and College Surveys and Studies Branch
Adult and Vocational Surveys and Studies Branch
Longitudinal Studies Branch
Educational Assessment Branch
Statistical Information Branch
Data Systems Branch

APPENDIX B

NCES Activities: Estimated Costs for Fiscal Years 1977 and 1978

Budget line items	1977 Estimate	1978 Estimate
A. Statistical Services	$ 3,918,000	$ 6,102,000
1. Assistance	967,000	2,040,000
2. Analysis	1,193,000	1,900,000
3. Dissemination	1,758,000	2,162,000
B. Education Statistics	8,082,000	9,838,000
Total	**$12,000,000**	**$15,940,000**